MEMORANDUM FOR: 1) E.O., D.) & 9/4 (no 2)

FYI. If this proposal
goes through, and the DCI
is pushing it, we will ~~see~~
~~a sharp drop,~~ probably
see the end of the Senior
Seminar, though many oppose.
its demise. The Mid-career is to
be left untouched. Date   7/8

FORM 101 USE PREVIOUS
5-75   EDITIONS

File: OTR
XRef to: EXCO

27 June 1980

Bruce,

Here are some comments on the Concept Paper on Education for the Intelligence Profession.

- o The concept is one response to the DCI's desire for a professional curriculum for intelligence officers.

- o Curriculum stratified at three levels--new, mid-level, and senior intelligence officer.

- o Student selection must dovetail with new Senior Officer Development Program (SODP).

- o Smith's memo sounds like we are moving ahead to implement the concept.

- o Attachment A and B are directed at the SODP feeder group, GS-13-15.

- o The start up course length is 16 weeks and that could be extended to 36 weeks in the future. In years gone by, some training courses were nine months or so in duration and they were shortened little-by-little because students throught they were too long. Will that be the fate of this program?

- o Course has four units; products, collection, analysis, and management of intelligence.

- o Program could replace five PDP-associated courses; Midcareer, Senior Seminar, Creative Management, Management Seminar and SIS Leadership Seminar. (Total of 13 weeks, i.e., 5, 9, 1, 2 and 1 weeks respectively.)

- o Program does not seem to look very far outside of the Agency, like, e.g., Senior Seminar did.

- o First running would be from Oct. 80 through Feb. 81 for 24 students. No Senior Seminar in Sept. 80 and Mar. 81.

STATINTL

FROM THE DESK OF . . .

DEPUTY DIRECTOR ODP

I don't like this!

- Intelligence is N-T a professor, but rather a grouping of professionals from many disciplines.

- 16 weeks is too long!

- The cost (in terms of loss of other programs) is too high.

ODP # D-845

Executive Registry

80-7212/2

DD/A Registry

ER 80-7212/2   80-1382/2

23 June 1980

MEMORANDUM FOR: Deputy Director for Administration
Deputy Director for National Foreign Assessment
Deputy Director for Operations
Deputy Director for Science and Technology

FROM   : ▓▓▓▓▓▓▓▓▓▓▓   STATINTL
Special Assistant to the DDCI

SUBJECT   : A Concept of Education for the Intelligence
Profession

1. Attached is Don Smith's concept paper on education for the intelligence profession. This subject was discussed with you at the DCI/DDs meeting on 11 June.
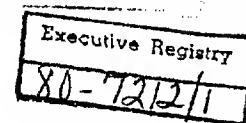
2. Please review and be prepared to discuss at the next DCI/DDs meeting. Any comments you may have on this paper before then should be addressed to Don Smith.

▓▓▓▓▓▓▓▓▓▓▓▓▓

STATINTL

Attachment
As stated

SECRET

OTR 80-1075

19 June 1980

MEMORANDUM

FROM: Donald E. Smith
             Director of Training

SUBJECT: A Concept of Education for the Intelligence Profession

1.   The meeting with the Director and the four Deputy Directors on 11 June concluded with the requirement to prepare a concept paper which outlines the proposed educational program for intelligence officers. This proposal is an outgrowth of discussions with the Director during his visit to the Office of Training on 27 May in which the lack of a professional curriculum for promising intelligence officers was discussed at some length.

2.   To consider the function of education in this context, it is necessary to start with the intelligence profession itself. To be a fully developed and authentic profession, intelligence should exhibit at least three characteristics. The profession must rest on a systematic body of knowledge of substantial intellectual content. It must embody the acquisition of a body of principles and skills for the application of this knowledge to specific cases. It must have instruments and procedures for the enforcement of standards and the advancement of professional knowledge.

3.   Intelligence has made strides toward meeting these professional criteria, but several important deficiencies must be overcome before it meets them fully. One critical problem turns on the question of professional education. Up to the present, the ranks of professional intelligence officers have been filled with individuals having a wide variety of academic specializations and prior work experience and who receive, upon entry, general orientation and skills training courses. At subsequent points in their careers, they may be enrolled in some of the large number of specialized and highly pragmatic courses offered by the Office of Training and they may attend external instructional programs.

Downgrade to Unclassified
Upon Removal of Attachment

CLASSIFIED BY 013030
REVIEW ON 19 June 2000
DERIVED FROM A9c(1.3) (2.27)

(4.1) (8.1)

SUBJECT: A Concept of Education for the Intelligence Profession

4.   What is lacking is an integrated program of professional studies which educates intelligence personnel in the principles and values pertinent to the intelligence profession, and which enables them to gain necessary professional understanding and molding.

5.   A professional education program needs a number of building blocks. A body of professional literature is a vital first ingredient. Much is available in classified and unclassified form through the publication Studies in Intelligence, the monographs produced by DCI Fellows, the seminar reports of the Center for the Study of Intelligence, papers by consultants of the Murphy and Rockefeller Commissions, and academics writing for professional journals and periodical literature. This body of material is, however, in disarray. It needs to be collated and reviewed with a critical eye; selected materials should be replicated in a form which can be used in a professional studies program. The work of the Center for the Study of Intelligence should be strengthened and efforts made to focus on gaps in professional literature. Concurrent with this effort, a library function must be established at a level adequate to enable the literature to be used in an intensive and intellectually demanding curriculum.

6.   Curricula and faculty are indivisible. A core curriculum should be planned around in-depth study of the intelligence process as total system and set of subsystems. Subsystems comprise the collection function, processing of sensor data and other "raw" materials, the analytical function with coverage of both the traditional approach and the newer quantitative methods and interdisciplinary approaches, and a detailed examination of the intelligence producer-policy consumer interface. As total system, the core curriculum should examine the various products of the Agency, its governance and feedback mechanisms, planning, and tasking. Finally, it should take the student through the managerial aspects of intelligence work, including resource application, principles of leadership and organization theory, and particularly the professional values and standards which managers must uphold as intelligence professionals.

SUBJECT: A Concept of Education for the Intelligence Profession

7.   As fully developed, the curriculum should be stratified
for three levels: the molding of the new intelligence officer,
the mind-broadening and horizon-broadening of the mid-level officer,
and restimulation and refocusing of the senior person. Some
elements in the core curriculum should be covered at each
level but in different degrees of detail, difficulty, and
perspective. Other elements of detail would be focused primarily
at a single level. After drawing on the "educational elements"
already available in the OTR program, some areas which need to be
added or strengthened are economic analysis, basic scientific
principles, legislative behavior, bureaucratic analysis, planning
techniques, legal-ethical issues in intelligence history and the
dynamics of intelligence organizations, social science method-
ologies, feedback mechanisms in physical science and in social
organizations, management science, and policy analysis and design.
A large number of applicable case studies also need to be developed.
(Attachment A sets out core curriculum.)

8.   Some general policy concerning learning should be
specified. All elements of the curriculum should be predicated
on the intellectual involvement of the student and should
require constant and active student involvement in the learning
process. Extensive required readings from the body of pro-
fessional literature, student research projects, discussions
in seminar based on assignments, and heavy reliance on case
studies to be drawn from intelligence work should be emphasized.
Consideration should be given to a rigorous evaluation of student
performance, such as "high pass"-"pass"-fail", and lack of effort
should result in return to assignment short of course completion.

9.   Faculty is critical. The faculty, some full-time staff
on assignment, others with adjunct appointments, and still others
who are recognized experts and participate on a guest basis,
should all meet a standard of excellence. Individuals who are
specialists in intelligence process subsystems are needed,
providing they possess the additional ability to understand how
their specialty is part of the professional whole and can reflect
and articulate effectively. Carefully selected academicians
on sabbaticals would be especially valuable, and the research
opportunities as DCI Fellows in the Center for the Study of
Intelligence would be an attraction for them.

SECRET

SUBJECT: A Concept of Education for the Intelligence Profession

10.   The student selection process must be dovetailed into the new Senior Officer Development Program (SODP) now being developed by O/PPPM. OTR will work with O/PPPM to ensure that planning for attendance be an integral element of the pattern of assignment and other SODP developmental activities.

11.   In order to get the program under way, it would be best to undertake a transition effort during 1980-81 of about 16 weeks duration which is designed to lead to a full-scale program in future years. The attendees during the first program would be drawn from the SODP feeder group which is comprised of highly promising GS-13s through GS-15s some of whom might otherwise be attending the Midcareer Course or CIA Senior Seminar. Attachment A sets out in broad form an illustrative curriculum which would provide the basis for more detailed curriculum planning for the first year. Attachment B examines how the new program would mesh with ongoing OTR courses which have been tied to the Personnel Development Program.

12.   These are some general thoughts. Detailed planning is needed in terms of curriculum and faculty. Questions of resources--facilities, personnel positions, funding and space-- are critical and require study and decisions. Time is the most critical factor and we must push ahead as speedily as possible if the new program is to be run this year.

25X1A

Ronald E. Smith
Director of Training

Attachments:
As Stated

4

Attachment A

ILLUSTRATIVE CORE CURRICULUM

The Professional Intelligence Officer

The objective of this program is not the training but the education of the professional intelligence officer. The individual who in his or her daily routine does a professional job in intelligence work will be encouraged and helped to become professional by acquiring an intellectual grasp of intelligence itself.

The student will become aware of intelligence as a body of knowledge with its own proper field of study and related facts, principles, and methods. This involves not only the knowledge in itself, but also in relation to history, literature, law and ethics, politics and culture, and war and peace. With a comprehensive view of intelligence, the graduate will think and act intellectually, morally, and responsibly in meeting the problems and challenges of intelligence, and above all, be professional.

SECRET

I - PRODUCTS

The product is defined as the full range of services that CIA and its components provide for consumers. The aim will be to determine how and why the various products have developed, whether they serve their purpose and how they could be improved. The students should gain insight into their individual contributions to the total product and how what they do relates to what others do. Case studies, as well as required readings, will form an important part of this segment.

A. Finished Intelligence

1. The relationship of intelligence to policy; historical examples, how we got where we are today. The intelligence role in national security decisions, actions and planning, how decisions get made, how policy makers use intelligence and how they view it.

2. The consumers and their different needs; the President, the NSC, the Cabinet Officers, the Senior Military Commanders, the assistant secretaries, the regional analysts and desk officers.

3. The various kinds of analytic products and how they serve the needs of these different consumers in different circumstances. Estimates, assessments, research reports, current intelligence, policy support papers, oral briefings, maps and models.

4. Ethical issues in preparing and marketing the product, objectivity versus policy objectives.

5. Criteria for successful finished intelligence, helpful and unhelpful feedback.

B. Raw Reporting and Hardware

1. Clandestine reports, decision to release, headquarters comment, impact.

25X1A
2. ███ reports, special targets, coverage, source availability, cooperation.

STATSPEC
3. ████████ reports, analysis, coverage, priorities, new sites.

4. COMINT.

5. Technical Services Division.

C. Covert Action

1. Different types, criteria for success or failure.

2. Relationship to policy, institutional arrangements, process.

3. Ethical and legal issues.

D. Counter Intelligence

1. Availability of assets, philosophy and concepts, institutional arrangements.

2. Deception and disinformation.

3. Criteria for success or failure, measure of effectiveness.

4. Ethical issues.

5. Inter and Intra-government relationships.

SECRET

II - COLLECTION

The aim will be to acquire a thorough understanding of the various types of collection, their strengths and weaknesses and how the different disciplines complement one another. This unit will seek to impart some of the fundamentals of physical science that relate to collection. It will also examine the formulation of requirements, the programming of collection assets, decisions regarding the mix and coping with conflicting priorities. Case studies will be featured.

A.   HUMINT

25X1C

4.   Professional, organizational and personal ethics.

B.   SIGINT

1.   Agency SIGINT operations.

2.   NSA.

3.   CIA/NSA relationships.

4.   Critical gaps.

5.   Legal and ethical considerations.

C.   PHOTINT

1.   NPIC/IAS.

2.   Weather factors.

3.   Uses in the military, economic, narcotic and geographical areas.

4.   Programming, processing and integration.

D. Other Collection

STATSPEC 1. ████████████████████████████

25X1B 2. ███████████████

3. ███████████████

4. Attache and diplomatic reporting.

5. Miscellaneous.

E. Fundamentals of physical science relating to collection e.g. orbital mechanics, communication theory, cryptology, remote sensing, etc..

F. Legal and ethical issues

1. Statuatory and Executive Order restrictions.

2. Gray areas not dealt with specifically above.

G. Process of Collection

1. Programming and orchestrating collection assets, community interests.

2. Interrelationship of collection and analysis.

3. Evaluating the adequacy of the collection effort.

III - ANALYSIS

The purpose will be to examine the various ways evidence can be exploited through study of traditional techniques and methodologies and new or novel applications. The course material will consist of finished intelligence exemplifying the best and worst cases.

A. Fundamentals of the Main Analytic Disciplines

    1. Military.

    2. Economic.

    3. Political.

    4. S&T.

    5. Cartographic.

    6. Geographic.

    7. Multidisciplinary analysis.

B. Strengths and Weaknesses of Analytic Techniques in:

    1. Understanding the past.

    2. Relating the past to the present or future.

    3. Predicting the future.

C. Managing Analysis

    1. Coordinating intelligence community analytic assets.

    2. Enlisting the support of academic experts.

    3. Evaluating the quality.

    4. Anticipating future substantive needs and critical problem areas.

6

IV - MANAGEMENT OF INTELLIGENCE

The objective will be to underscore the mid-level officer's responsibilities in management and prepare him for greater responsibilities as a senior executive. Emphasis will be placed on principles of leadership, supervisory skills, the management of change and management system science. Existing courses in the Office of Training will be used when appropriate and the case study method will ███████████. The course will end with a simulation exercise ████████████████████████ where each student will synthesize and use what has been learned. This case study will be done by seminar groups with the results shared with the entire class.

25X1A

A. Leadership Theory and Principles

    1. Creativity, example, risk-taking, workshop in leadership styles.

    2. Personal versus institutional ethics.

    3. Loyalty up and down, peer relationships.

    4. Utilizing group resources.

    5. Effective use of time.

B. Supervision

    1. Challenging, drawing out potential, counselling.

    2. Communications.

    3. Recruiting, training.

    4. Evaluation and promotion.

    5. Executive development.

C. Planning

    1. Resource planning, decision analysis techniques.

    2. Goals, objectives, long-range planning.

D.   Managing Money

1.   Case officer and field station.

2.   Headquarters branch and division.

3.   Agency and intelligence community.

4.   The budget process.

E.   Oversight

1.   Internal procedures, institutions and responsibilities.

2.   Executive and legislative oversight.

F.   Looking Ahead

1.   Charter legislation, Congressional relations, Congress as a growing consumer of intelligence, relations with the press and public.

2.   New targets, search for energy resources, terrorism, narcotics, local wars, starvation, technological break-throughs, guarding against surprises.

3.   Computer technology, information management systems, communications, research and development, future systems.

G.   Simulation Exercise.

Attachment B

RELATIONSHIP OF THE NEW PROFESSIONAL INTELLIGENCE OFFICER COURSE TO OTR TRAINING COURSES

The new Professional Course, particularly in its initial transitional year, is designed to develop officers in the feeder group of the Senior Officer Development Program (SODP) and to prepare them for promotion into Senior Intelligence Service ranks. The comparable training under the old Personnel Development Program has embraced five courses conducted by the Office of Training and a number of full-time external programs such as the Senior Service Schools. It is anticipated that the investment in employees' time away from the job in the new Course can be offset by adjustments in those OTR training programs which have been associated with the PDP.

Data on the PDP-associated programs is as follows:

Course	Length in Weeks	Number of Runnings	Number of Students Per Running	Student Weeks
Midcareer Course	5	5	31	775
Senior Seminar	9	2	20	360
Program on Creative Management	1	6	18	108
Management Seminar	2	6	20	120
Leadership Seminar (SIS Only)	1	2	21	42
				1,405

Transition Years

Assuming that for the first year of the Professional Course a total of 24 students will attend for 16 weeks, the result is a total of 384 student weeks away from work. To facilitate the transition and reduce the impact on the Agency's work force in regular assignments, we would propose to stand down the next two runnings of the CIA Senior Seminar--the first in September 1980 and the second in March 1981. As the SODP feeder groups embrace the grade range GS-13 through GS-15, a number of the high potential GS-15s who would otherwise have attended the Senior Seminar would be available for enrollment in the Professional Course.

The grade range of students attending the Agency's Midcareer Course concentrates at the GS-12 and GS-13 level. The registration process for the new Professional Course should draw some of the best GS-13s who would otherwise have been enrolled in the Midcareer Course. Thus, downward adjustment in the number of Midcareer Course runnings during 1980-1981 from five to four and a slight reduction in the maximum attendance of 31 students per running of the Midcareer Course could be made to keep the manpower investment in balance. Adjustments in the Midcareer for 1980-1981 can, however, be permitted to be flexible in order to adapt to the actual demand for the course as the year unfolds.

Apart from the GS-15s to be drawn from the Senior Seminar and some GS-13s who would otherwise attend the Midcareer Course, the new Professional Course should draw in high potential GS-14s who are expected to advance to SIS rank. (Any individuals selected for attendance should not have taken the Midcareer Course during the previous three years.)

Future Years

With the completion of the pilot running of the new Professional Course from October 1980 through February 1981, an evaluation that it was successful should lead to the decision to extend the course to up to 36 weeks and to enlarge enrollment to 48 or 72 or more per year. In future years these could be divided into a senior section and a junior section. A primary governing factor on the numbers in attendance should be to accommodate to the number of individuals moving annually into SIS grades. The length of the program should, of course, be governed by the content to be covered, but there are advantages of gearing to the pattern of annual rotation of employees, particularly for those who are returning from overseas or going overseas.

2

With the adoption of this pattern in future years, some further adjustments in the OTR curriculum, particularly the Midcareer Course, could be made so that the investment in training and the needs for development of new senior officers is kept in balance. Future requirements will require additional study and refinement as the SODP is developed and implemented.